SUMMER, 1968

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CANADIAN CAMPING

Vol. 20 SUMMER, 1968 No. 4

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Leadership for the Counsellor

by Mrs. Ralph Raymer
Camp Tanamakoon

Leadership for Counsellors is a vast topic. Obviously, we cannot condense it all into one hour.

The sub-title for this session on leadership reads "how to develop your full leadership potential". It sounds as though you come in here and get a magic incantation which will produce phenomenal results. Since this is the assignment, we shall try to produce a do-it-yourself-kit for making-the-most-of-your-leadership ability.

Thought and Action

The only way I can see to develop any portion of one's make-up is through intelligent linking of Thought and Action. Because you are a human being you possess the capacity to Think and Reason and influence your own behaviour. If there is one single personal attribute I would exhort, beg, and beseech you to use to *full capacity* as the program states, it is your ability to *think*. This do-it-yourself kit will consist of a series of questions. You will ask them of yourself and you will THINK to obtain the answers. I shall start by clarifying the term counsellor as I am going to use it now. A camp counsellor is an official leader in any camp whose work involves associating with and working with campers—no matter what the name of the job may be in any particular camp.

Some Questions

The first do-it-yourself question is WHY? Why do you wish to be a counsellor? Examine your motives. If you are going to be a genuine leader you must eventually be able to answer that question—why? Examine your motives with honesty. If the purely selfish ones outweigh the truly unselfish ones, you may be unhappy and badly adjusted in an environment which is dominated by people and their very human needs and characteristics. To be quite fair, I must add that all of you already possess a deep fund of knowledge about leadership and about camp. The very fact that you are here this moment means that you have been favourably conditioned. It is your job and mine to bring this knowledge to the surface.

The second question to ask yourself is—"What kind of a leader do I want to be?" Leaders of all kinds have existed throughout the ages and will continue to arise; the world needs leaders. Few of us are destined to be the spectacular leader who streaks like a meteor through the sky, but we can do the best with what we've got. Fundamental to the kind of leader you are going to be is consideration of what kind of leaders are needed in Camps today, and what kind of a leader is needed by the children in your care? The answers to these questions need more than superficial thinking... This is a profound area.

Let us get to work on creating YOUR IMAGE AS A LEADER. Since most people get their first impressions of a new leader through their eyes, ask yourself "How do I look?" Do you appear clean, dirty, tidy, disheveled, alert, half-asleep, upright, a slouch, friendly, forbidding, suitably or unsuitably dressed, and on and on. Take a good look at yourself. Your appearance speaks; sometimes it shouts or screams. Your appearance creates an impression and broadcasts a message. Try hard to look like a leader.

Next question: HOW DO YOU SOUND? Listen to yourself: Do you speak to others as you would wish them to speak to you? Are the sounds you make interpreted as friendly, aloof, well-educated, like a dropout, interested, bored, rude, polite, tough, gentle, confident or scared? Do you holler and shriek, or just barely whisper? How do you sound? How should you sound? Don't laugh—every public personality from politics to TV gives much serious consideration to this point.

Next question. HOW DO YOU ACT? Human beings are reasoning creatures, they observe and draw conclusions. Campers do this. They look and they experience your presence and they decide whether or not they wish to follow you. Do you act like a friend? Do you help in time of trouble? What kind of an example do you set? Children make judgements! But one endearing quality of most children is that they are ready to accept you as their leader if you look and sound and act like a leader. Don't drive them away!

Tools of Leadership

Now you will need some TOOLS of leadership. First let us THINK on the subject of CAUSE and EFFECT. Cause and Effect are fundamental in human relations and in understanding human behaviour—and in predicting usual behaviour. Ask yourselves "If I do this what will happen?" A skilled teacher employs Cause and Effect constantly. He experiments with methods and materials and learns how to teach to get the best results.

One of the things one experiences and observes at camp is Group Behaviour. From practical experience, I have formed a few working rules about controlling group behaviour.

First—let the campers know ahead of time.

Second—keep the campers interested.

Letting the campers know ahead of time involves thinking ahead of campers. In other words, always plan ahead. There are various methods of giving advance notice. The most obvious is by RULES. Camp rules should be taught to the campers as soon as they arrive. Rules should be easy to understand, and, they must be logical. Rules should be few in number and confined to important areas such as Safety. But Rules are most assuredly *not* the magic key to group control.

The effect of presenting a well-planned program is an interested co-operative group having fun. Any skillful leader gives evidence of advance planning. He is aware of every detail. Make use of every opportunity you have to observe leaders in action. Make mental notes about what methods succeed and what fail. It is very useful to know what won't work as well as what will work. Follow the same procedure through all your duties. Treat your cabin group as a group, plan for the group and observe results. Let the group know what is expected of it, and keep it busy and fascinated. From its reactions, you can learn how to plan in the future. In almost every instance, when trouble arises it is caused by lack of leadership on the part of the counsellor. A knowledgeable leader senses potential trouble areas and approaches his group with the planning ahead idea. The thinking leader talks with his group and learns its interests, its temperament and abilities. He creates, in the minds of those children, a feeling that time is precious and to be used to advantage.

There will be times when a group activity turns out to be a real lesson in frustrating confusion. Sit down afterwards and *think*. Ask yourself *why*, analyse and evaluate and find out what went wrong and how to avoid it next time. Ask

yourself–"How can I foresee this in the future? What part of the responsibility was mine?" and finally, "What can I do about it?"

The Individual Child

Now we must speak about the individual child. You know that consideration for the human individual is important. You are the most important person in your world, and each child has a world of which he is the centre. As you grow in maturity, you learn how to co-ordinate your individual world with the worlds of others. Children have not yet reached your level. Remember that each child is a constantly changing person in a constantly changing pattern.

Here are some simple effective tools to help in dealing with individuals. First –learn names and use them constantly. Second–keep your eyes open, your mouth closed and observe. Learn and accept the fact that children are not alike and they are most certainly not average. Every single item you observe is teaching you something about an individual child. Third: now give each individual some thought. Total up your observations. Think, what is this child like? Think, what can I do to help this child? Love and encourage every child.

All children have a few unwritten iron-clad rules they expect their leaders to obey, and they are bitterly disappointed when leaders break these rules. Here are the children's rules: 1. Always be fair. 2. Never play favourites. 3. Be consistent. 4. Be a good example. 5. Be fun. 6. Be kind.

"Discipline" seems to worry young counsellors. If I had to make one general rule about discipline, I would say "When you see something that you know is wrong or is going to create a problem, take immediate action". Be fair, consistent and kind, but take action.

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Another bit of advice: work with children, play with them, talk with them, but don't act like them. The counsellor who acts like a camper loses the respect of the group. A few words about popularity. Strangely enough, popularity and effective leadership do not go hand in hand. A very poor leader, a weak person, an evil person can be very popular. My advice is "Don't try to be popular and don't use popularity as a measuring device". It is a false value.

We—not I

And now the final steps in this Do-It-Yourself Kit. We must now assemble all the pieces to produce the finished product. When you get to camp you are no longer an I but part of a great big WE. At camp, the question is what are WE trying to accomplish and how are WE going to do it? If WE are going to accomplish great things, challenge these children, imbue them with lasting values, teach them to treasure the wonders of Nature, WE have to do it together. WE translate philosophy into a vital experience for children. To become a part of this great big WE, you do not have to lose your individuality; the variety of personalities and talents, within the group, increases its colour and its effectiveness—so long as the individuals are united in a common purpose.

Ask yourself—is this an I or a WE project? Again the admonition is THINK. When you are tempted to neglect a duty—THINK. When you are planning your work—THINK. What can I do to help make the philosophy of this Camp meaningful and rich? If you are going to develop your full capacity as a Counsellor, you are going to aim at lofty targets. One never learns all about Camping and groups, and above all, about children. But if you need incentive to keep on striving to be a wonderful leader, THINK. THINK of the material you are working for and with, our nation's most precious asset, our children. It is a great and sacred privilege to work with children. You are working with the future—you are helping to mold and direct tomorrow's world. I close with an earnest behest...if you are going to be a Counsellor—be a Good Counsellor.

(The above is a very condensed version of Mrs. Raymer's talk to the 1967 Ontario Camping Association Conference held at the Inn-on-the-Park, Toronto, Ontario.)

Ottawa canoeing course

From June 22-29 at the Camp of the University of Ottawa, some seventy miles north of Ottawa, the second Canoeing Instructor Course, sanctioned by the Canadian Camping Association, will be held.

Again Professor Kirk A.W. Wipper of the University of Toronto will be the guest specialist and Professor Claude Cousineau of the University of Ottawa will act as director of the course.

The course content is presented in the form of lecture, seminar, film, practical session and teaching practices. It includes: stroke analysis, teaching, organization of canoeing program in camp, safety, history of Canadian canoes, canoe tripping, rapids shooting and canoe racing.

Further information and application forms can be obtained by writing to the School of Physical Education and Recreation, University of Ottawa, Ottawa 2, Ontario. The fee is $75.00.

The outstanding success of last year's course augurs well for this one.

AQUATIC CALCULATIONS

By Kirk A.W. Wipper

As the summer camping season rapidly approaches, thoughts of adventurous activities especially in, on and around our waterways come to our minds. Our campers too, are looking forward to long cool plunges on hot summer days, to the excitement of manoeuvring a sailboat in unpredictable breezes, to the skimming around a bend in a river on a canoe trip, to the exploration of the underwater world in skin diving, to the swift response of a sleek kayak, to the exhilaration of a water ski turn, or to any of the other fun filled water activities that are possible and available. All of the above are activities with a significant purpose but each also involves a *risk*. Of course that risk can be calculated and intelligent measures can be taken to cope in such a way that safety is ensured without detracting appreciably from the adventure of the activity. The purpose of this brief article is to review some of the special areas which deserve reconsideration.

1. Guards –How well prepared are they for their job? Much can be said about waterfront patrols, their attitudes, and their training. Regardless of the qualifications they bring however, it is the writer's opinion that at least the following three steps should be taken when they arrive at camp.

1) Drill–practise techniques and procedures specific to your waterfront requirements.

2) Test–examine the guards to renew their formal qualifications.

3) Recognize–give your guards a bonus or some special privilege in recognition of their extra effort (time off, etc.).

2. Checking systems –Do they still work? Are they consistent for all waterfront activities?

If the system you have adopted is sluggish and evokes a poor response from campers and staff, a re-evaluation is essential. After all, if a real emergency does exist, only a *limited number of seconds* can be allowed in a check and rescue. Furthermore, a checking system must apply to all waterfront activities; swimming, diving, canoeing, kayaking, sailing, water skiing, skin diving and so on. This total approach will tend to reinforce with campers and staff an attitude of a sensible precaution in reference to hazardous activity. There is a degree of risk in all aquatic pursuits.

3. Search plans –Is there an acceptable, sensible search system? Has it been practised? Are the procedures clear to all for exceptional circumstances such as staff days off, personnel away or canoe trips, etc.?

There is considerable confusion existing in reference to search systems because each waterfront demands a somewhat special approach to its unique problem. It is a policy which demands the co-operative planning of the camp staff. Some help can be gained from national agencies in the field but the final plan must be adapted to each camp's needs and probabilities.

4. Facility hazards –Is the equipment still sound? Are adjustments or replacements necessary?

It is possible to get used to a deteriorating facility and become conditioned to its inadequacy. Staff members who come for the first time are often very

helpful in detecting hazardous conditions. One of the most important considerations is the water area under diving stations. Others would include broken planks, frayed reaching aids, wobbly ladders, weakened diving structures and so forth.

5. **Tripping precautions** –How well and how recently have the tripping guides been qualified? How thoroughly have the campers been prepared for the risks of canoe trips?

It is essential that tripping guides and counsellors review their qualifications *before* taking responsibility for a canoe trip. Regardless of the excellence of their performance a year ago or even three months ago, they must be confident that they can face an emergency with competence *now*. With the waterfront guards and patrols they should before trips go out be *drilled, tested* and then *recognized* for their extra effort. Similarly campers should be prepared for their outings through a special preparatory programme, especially in swimming and canoeing. Some exposure to unusual conditions should be included. This would involve upsetting with clothes on, proceeding to shore under windy conditions, propelling a capsized canoe, canoe over canoe rescue, paddling canoe awash and so forth.

The camp administration and the tripping guides should have discussions in depth regarding procedures for at least the following topics:

1) Analyzing rapids and fast water conditions.
2) Estimating weather probabilities.
3) Setting up checking systems for swimming at overnight camping sites.
4) Establishing extra time allotment for unforeseen delays. (This will avoid need to travel in hazardous weather conditions.)

6. **Life Jackets** –When should life jackets be used? What type should be used?

It is agreed that no life jacket can or should replace a thorough education programme in aquatics. Definite standards must be applied to each aquatic activity and pursued without exception. This is especially true for canoe tripping where campers and staff are continually faced with the unexpected and the unknown. The pre-requisite qualification is, therefore, very significant for that adventurous activity. Nonetheless it is the writer's opinion that no matter how thorough the preparatory education programmes might be there are hazards for which a life jacket is a most desirable supplement. The unanticipated squall on open water, the long swift stream which may be paddled but with additional risk, the paddler who may be somewhat weary or mildly ill, represent special problems. In such cases at least, life jackets should be worn.

Similarly there are conditions for camp aquatic activities which would find the use of a life jacket desirable.

Generally life jackets should have the following characteristics:

1) wearability
2) maximum buoyancy for all unusual emergencies
3) reasonable cost

4) approval of D.O.T.

At the time of writing two designs seem to be most appropriate:

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b) The air filled pocket type recently introduced and highly desirable for canoe trippers. Jack Watson of sporting goods fame demonstrated models of this type and it appears that it will be very attractive for tripping needs. It is light, comfortable, durable, does not obstruct the paddler and has an extremely high buoyancy factor. It is not yet approved by the D.O.T. but is under current consideration by that government agency.

Finally the writer wishes to emphasize that the purpose of this brief article is not to jostle camping leaders into an attitude of excessive unadventurous caution but rather to encourage them to accept squarely their responsibility for sensible precaution.

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That complicated design of clouds is related to the equally baffling structure of life.

The dark clouds bearing rain are parallel to problems that possibly prompt our tears.

Look carefully, notice that on most occasions those dark clouds are few and far between.

Distances between dark clouds are uncalculated like lapses between upheavals of new problems.

In those black clouds there is rain: in between there is light.

In the intervals there is serenity and peace; the clouds no longer keep their darkness.

In the bright spaces we collect our thoughts: we are calmed and put at ease.

If you see blue through a cloudy sky at dusk, it is the ray of hope, the moment of happiness.

Life sparks in us for the renewed battle, or to test the rain of that next black cloud.

—Susan Gardiner
Camp Wapomeo, 1967

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News from the Provinces

C.C.A.
ANNUAL MEETING

One could not help but feel that this year's Annual Meeting of the Canadian Camping Association was an important, history-making event. To Winnipeg's International Inn, on March 27th and 28th, came representatives from all provinces, and included in the group was Jean-Paul Patenaude representing camps in the Northwest Territories; Mrs. Eileen Mayotte, President of the newly-formed Saskatchewan Camping Association in Regina; and Mr. Cor Westland, of the Fitness and Amateur Sport Directorate, Ottawa, who was able to give valuable information on camps and grants and general Government views and procedures in this field. Delegates regretted and missed the presence of Doug Eaton of Newfoundland, who could not attend.

An agenda covering all national issues from the view of today's changes in life and camping, to land usage and finance, strengthened group communication between National and Provincial Associations. The breadth of discussion appears in recommendations coming out of the two-day Conference:

The proposed establishment of a National Camping Office in Ottawa; a National Camp Directors' Conference in 1969; the establishment of a National Camping Day beginning this year; National recognition of the Canoe Instructor's Course at the University of Ottawa in June 1968; further discussion with the Government regarding camp exemption from Canada Pension Plan contributions for counsellors, and other questions of legislation; and that the Canadian Camping Association give special recognition to Accredited camps. It was also proposed that committees be set up as soon as possible for Research, Public Relations, National Training and Long-range Planning.

Enthusiasm ran high, with a *rapport* which created frank discussion at all times, and willingness to co-operate on all issues and decisions. Under the able guidance of the President and Chairman, Doug McEwen, the lengthy Agenda was covered fully and efficiently...on time.

To the C.C.A. Executive, Gordon Stewart, Sally Shwetz, Phyllis Trotter, Marion Searles, Nancy McGregor and all those other members who handled details

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MANITOBA CAMPING ASSOCIATION
Annual Meeting

Hailed from the first as "the greatest Camping Conference ever to be held in the province" news items and reports tell us that this was so with the highest registration to date. Every facet of camping seemed to be under discussion on the programme...management and buying, programme and special needs, finance and tripping, public relations and group work...this for every type of camp in the Association.

The high point was the dinner address by Professor Walter Lampe of the University of Manitoba, School of Social Work, and Research Adviser, Human Settlement, whose topic was Camper Change; by Accident or Design. Copies of the complete address are now available at 50¢ each through the Manitoba Camping Association, 757 Chalmers Avenue East, Winnipeg 5, Manitoba.

E. F.

Welcome!

To the new Saskatchewan Camping Association, 1968

At the first Saskatchewan Camping Association Conference held since 1957, on March 22nd-24th, 1968, at Western Co-op College in Saskatoon, Mrs. Eileen Mayotte of Regina was elected Executive President. Murray Cain and Clay Doty, both of Regina and Dick Gerardin of Saskatoon, were elected Vice-Presidents, and Al Knox, also of Saskatoon was elected Secretary.

Renewed Interest

This Conference was the result of a renewed interest by an increasing number of individuals and groups to help resolve some of the many problems of common concern to all camps. The Provincial Youth Agency provided the philosophy and encouragement for camping people to come together. Through briefs and other communications, needs and concerns were expressed and a survey conducted

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by the Youth Agency confirmed that many camping groups were interested in a Provincial Organization. Dr. Don Smith, Mrs. Lorne Brown and Mr. Doug McEwen of the Canadian Camping Association, gave encouragement and invitations for Saskatchewan representatives to participate in C.C.A. projects, such as the National Seminar on Intercultural Camping in Winnipeg in January 1966, the National Centenary Journey in 1967 and the C.C.A.'s Regional Conference on "Camp Development and Master Planning" in Manitoba in November 1967.

With financial assistance from the C.C.A., five Saskatchewan delegates received inspiration from this latter conference which sparked the formation of a Provincial Planning Committee to reorganize the S.C.A. With Jack MacKenzie as Chairman, the Conference Planning Committee met monthly during the winter. A brief was accepted by the Provincial Youth Agency requesting financial assistance to bring in Mr. Doug McEwen of Winnipeg, President of the C.C.A. and Mr. Ron Johnstone, a Vice-President of the Ontario Camping Association, as resource people for the Conference.

About seventy-five delegates attended the first Conference in Saskatoon and Mr. McEwen and Mr. Johnstone made outstanding contributions through presentations on Philosophy, Leadership, Camp Site Development and Camping Associations. A panel of representatives from the Government Departments of Natural Resources, Public Health and the Youth Agency led a discussion on the role of Government and Camping.

The closing banquet speaker was Dr. Howard Nixon, Chairman of the Advisory Committee to the Youth Agency. Specific outcomes of the Conference were the formation of the S.C.A. and membership in the C.C.A., a proposed constitution which was accepted later in March at the C.C.A. Annual Meeting, and the Youth Agency affirmed its role as that of helping the Association help itself.

(Mrs.) Stevie Mundle

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We Salute . . .

Mrs. Alta R. Kahn, the Reverend Raoul Cloutier and F.M. Van Wagner who, at the closing banquet of the 1968 Quebec Camping Association Conference held at the Windsor Hotel in Montreal on March 16th were paid a special tribute. All three received Indian-like plaques made by a penitentiary prisoner and the awards were presented by Mrs. N.D. Demetelin, the Provincial President.

Mrs. Kahn and Father Cloutier were both instrumental in the founding of the Quebec Association, the latter being the first president. Mr. Van Wagner was president for four years and introduced standards in children's summer camps for the Province of Quebec.

In her introductory remarks, Mrs. Demetelin said, "This Association has a membership such as the United Nations —English, French, Scottish, Polish, Israeli, Danish, etc. Here I am a Canadian of Greek descent standing in front of all my united friends. When?—beggorah! the eve of St. Patrick's Day."

"How more international can we be? If there were more love, co-operation and understanding among the nations of this world, such as exists in our camping movement there probably would be no wars to-day. What this world needs is more camping associations!"

We have some good pictures of the three honoured members but alas! space prevents their use. And the same limitation makes it impossible to tell you in any detail the content of several significant speeches given at the conference. For example, Jean-Marie Morin, MPP for Levis said that in the days ahead the "youth of both French communities on both sides of the Atlantic will be brought together in the exchange of summer camp staff."

And Sam Kadison of New York, a camping consultant and director of Camp Modin in Maine told some five hundred delegates, that "camps concerned for the individual's development, teach youngsters to respect the rights of others no matter what their personal characteristics may be. If the individual is sacred, then it follows that the group is sacred...a group having regard for another is always prepared to accommodate the others' needs."

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by Peter Moon, Ph.D., P. Eng., Consulting Psychologist

Questioning

Let's first look at questioning. It seems simple enough, you ask a question and you get an answer. But what kind of answer? Questions that require a simple Yes or No don't tell us very much about the person. The best ones are those that require him to tell you something about himself. How did he like school, were there many things he didn't like, have there been any problems at home? Don't be afraid to ask why. Let him show you how well he can back up his decisions or his actions. This also gives you the opportunity to make sure you understand what he means by what he says. The accuracy of the judgments you make depend on how well you *do* understand.

Observing

Observing the person you are interviewing is a critical task. It begins when he comes in and continues until he leaves. Look at his neatness and grooming or lack of it. His posture. Do his hands shake and perspire? How long does his tenseness last? Do some of your questions upset him and cause him to blush? Does he recover from it? Can he control his emotions under mild stress?

Listening

As the interview progresses, sit back and listen, let him tell you his story. It is safe to say that you can judge the quality of the interview by the ratio of talk between interviewer and interviewee. The poorer the interviewer, the more he talks and dominates the interview. So remember you are there to listen, you cannot gather information if you are doing the talking.

Checking Yourself

Now, you are going to make mistakes because these are inevitable. But learn from them and everytime one of your selections doesn't work out look it over carefully. Where did you miss? Was it insufficient knowledge of the job, or the person? How can you avoid this happening again? Don't just practise your errors. Learn from them.

Interview Topics

Let us discuss briefly some of the things you might cover in a job interview. *Work history*–look at what he has done, what kind of jobs he has had. What can this tell you beyond what he did and where he did it? The pattern of work tells you very much about his judgment and foresight–learning from experience–skill with people. What part of a job has he liked or disliked? Are these superficial or do they show some depth? How does he go about getting his jobs and why does he choose them? How did he like his boss and fellow employees? Why did he leave his jobs? Has he held any supervisory position? If so, how did he react to being in charge? Weigh the responses carefully. Do they represent an attraction to frills or do they suggest stability and a sense of responsibility? *Education*–level of education reflects partly opportunity and partly interest. So why did he drop out of school? What

subjects did he like and why? What activities did he get into outside classes? Was he a brain, a party man, or was he just there? Regardless of how much education he had, what did he learn from it? *Leisure time*–Now let's turn to another topic which can give you a view of the person's leisure time. What does he do when he is away from school or work? Why does he choose these things? How much time do they take up? Do they suggest any leadership ability? Does he read outside of his school or work area? Could his leisure activity suggest any supplementary job skills? *Health*–The person's health is often a good source of attitudes about himself. Naturally you limit your questioning to things you are equipped to handle. Leave the medical questions to the physician. But ask about the extent of his absences due to sickness, whether he is under medical care at the present time. Ask him how his health is. And beware, if his responses are a long list of medical complaints. Do you have any trouble getting him off the subject? Is he overly sensitive about real physical handicaps? *Family*–Health, job history and education fit very comfortably into the interview. Family and personal life however require a maximum of sensitivity and tact if you are to avoid annoying, offending or invading the person's privacy. Let him tell you. So at this stage of the interview, assuming that you have not been acting like a prosecuting lawyer you have shown him your interest in and acceptance of him as a person. If he feels you respect him then he will discuss these areas with you. What social activities does he enjoy? Does he have any debts? What does he look for in his friends? Can he talk comfortably about people beyond the common clichés? Why does he want the job? And what contribution can he make in the job situation? *Review*–Before you complete the interview, review the information you have. Take a look to see if there are any inconsistencies that you

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haven't resolved to your satisfaction. One way of doing this is to summarize with the person the facts that the two of you have gathered. Make sure you have a chance to understand what he has told you. Human beings are more complex than what might be simply inferred from a statement without asking why or how. Simple words can sometimes be the most ambiguous. And once you probe the meaning behind the simple clichés you will never again neglect to follow them up. *Closing*—Now this brings us to the last point. How do you end it? Some people are not going to stop talking, or want to stop talking. First give him any information he needs. Don't close it with him hanging in mid-air. Having done this, answer any other questions briefly and excuse yourself for the next appointment. Don't leave it up to the applicant to decide when the interview is going to end. A gentle reminder that the time is up, and rising from your chair is generally enough.

We have reviewed briefly some of the basic aspects of interviewing. Tho most important factor is the interviewer himself. A relaxed manner is important. You must never forget that the candidate's behaviour in the interview is strongly influenced by your own. If you are distant and detached, the other person is likely to appear shy, retiring, too serious, etc. The actions you observe are partly a product of your own actions. Most people are more than happy to tell you what they think you want to hear.

Fundamentally it is you who make or break the interview; your curiosity about differences among people, your belief in their worth, and your ability to understand yourself as part of the interview.

Dr. Peter Moon presented this valuable address at the Ontario Camping Association Conference on March 9th in Toronto. His Synopsis concluded the talk just before the question period: →

The purpose of this talk is to focus the attention of people responsible for the selection of camp staff on the interviewing process. It emphasizes the need for training, preparation, and the important factors in the interview situation. Also covered are such matters as interview topics, subjects for conversation, making sense out of the information collected and the importance of the interviewer's own attitude and biases. A list of personality factors is given and these should be some help in planning the interview and in drawing logical conclusions from the study of the interviewee.

Interview Signs Related To Personality Factors

1. *Emotional maturity*–the response to a given situation is the appropriate one and will help resolve the situation.

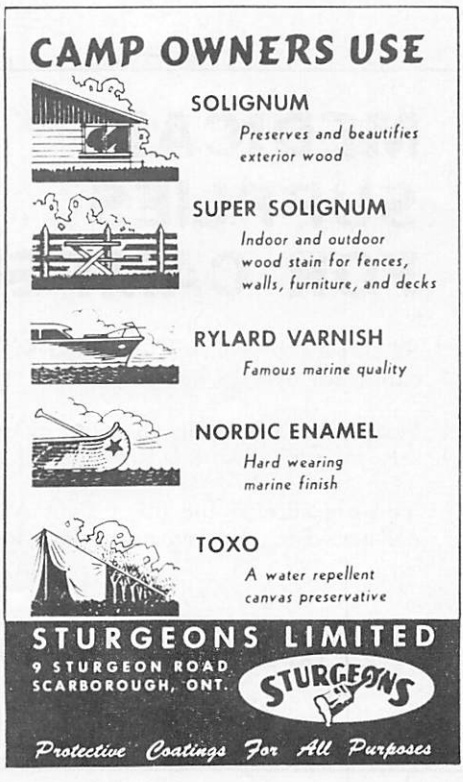
2. *Immaturity*
   a. Blames others for his own mistakes.
   b. Criticizes more deeply than the facts justify.
   c. Withdraws when rebuffed to a minor degree.
   d. Has aspirations beyond his abilities.
   e. Makes excessive claims regarding his accomplishments.
   f. Makes promises he can't carry out.
   g. Excessively dependent upon others for help or praise.
   h. Gives up trying after first failure.
   i. Excessively anxious or tense.
   j. Unable to compromise.

3. *Dependability*
   a. Does he live up to commitments?
   b. Does he persevere?
   c. Is he impulsive?

4. *Self-Confidence*
   a. Excessively slow in making decisions.
   b. Timidity or oversensitivity.
   c. Domineering or dogmatic.
   d. Cannot defend his point of view against opposition.
   e. Cannot take the lead in conversation.

5. *Objectivity*
   a. Excessively critical of people or organizations.
   b. Naive.
   c. Suspicious of others.
   d. Emotional in judging others.

6. *Values*–What he *will* do.
   a. *Accomplishment*–Internal motivation; needs little supervision.
   b. *Recognition or Status*–Respect of others, pat on back.
   c. *Power*–Control or influence over the lives of others.
   d. *Security*–Protects self and position.
   e. *Money*–Okay when job can satisfy it.
   f. *Need for knowledge*–May interfere with getting results.



g. *Independence from restriction*–Chafe under close supervision or the need to conform.

h. *To help others*–Too much can lead to oversolicitousness and thwarting of organization goals.

i. *To be liked*–Can be a disturbing factor when not met.

7. *Attitudes*–The applications of values to everyday life. Inferred from the significant happenings in his life.
   1. Towards people–
      a. Does he think in terms of things or people?
      b. Is he warm?
      c. Is he domineering?
      d. What kind of persons does he like and not like?
      e. Can he realistically evaluate others' motives?
      f. Is it always *me* first?
   2. Towards responsibility–
      a. Does he look for it?
      b. Does he avoid decisions?
      c. Can he take a chance?
      d. Does he face up to his mistakes?

8. *Social Intelligence*–The ability to say and do things in relations with others that win their liking and respect.
   a. Flexibility–Adaptability
   b. Tact–No domineering, hyper-critical, questioning others' motives, lacking interest in others, showing off.
   c. Manners and courtesy.
   d. Social understanding – paying attention to others' feelings, knowing the motives of others, gaining the cooperation of others.
   e. Sociability–looking for work involving people, ease in personal contacts, can relate to people at all levels.

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Your Library Shelf

C.R. Blackstock, Executive Director of the Canadian Association of Health and Physical Education and Recreation, recommends the following publications as useful additions to your library shelf.

HOW CHILDREN DEVELOP
The Faculty of University School,
The Ohio State University, Columbus, Ohio.
Revised Edition. Pp 68. Price $1.00 (U.S.)

Many teachers and camp directors look for an accurate, concise booklet on child development to be used in preparing leaders and counsellors.

This booklet meets this need. It covers development under four headings for each of the age levels–infancy (birth-2), early childhood (2-6), late childhood (6-11), early adolescence (11-14), late adolescence (14-18). The behaviour characteristics of each level are considered under these four headings:-

i. Maintaining personal health and promoting healthful living.
ii. Achieving and maintaining a sense of security.
iii. Developing and maintaining a sense of achievement.
iv. Developing social values and respect for the cultural heritage.

Teacher colleges would find the booklet an effective text with which to introduce the basic aspects of child behaviour to their freshmen classes.

SCOUTS 68
Published by the Boy Scouts of Canada. National Council 1968, Ottawa.

A revised and new Boy Scout Programme was approved by the National Council last November.

This manual is available to acquaint Scouts and their leaders with the various new and changed features. If you are involved in scouting you will want to be familiar with this new programme, which begins September, 1968.

A New Publication

An exploration of a methodology for measuring camper change through appropriate planning.

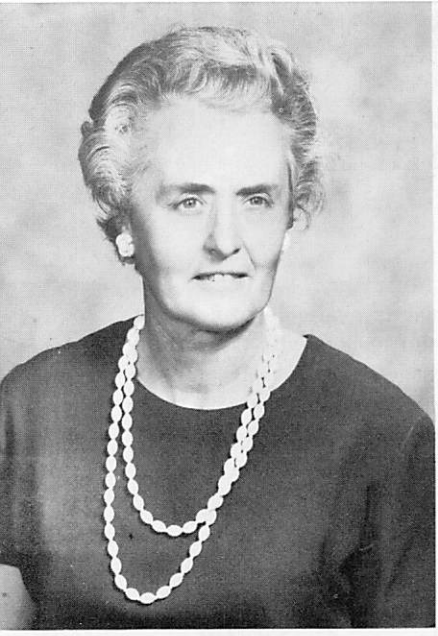
CAMPER CHANGE: BY ACCIDENT OR DESIGN
by
Professor Walter Lampe,
School of Social Work,
University of Manitoba.

Published by the Manitoba Camping Association. Copies can be obtained by mailing 50¢ money orders to:
Mrs. Helene de Wit, Secretary,
Manitoba Camping Association,
757 Chalmers Ave.,
Winnipeg 5, Manitoba.

So sorry!

Those extra letters in our own typewriter will keep raising their ugly heads, and this time it was the "R" which crept into Jack Way's name in the Spring Issue. Our personal regrets to him for the oversight brought Jack's reply in his usual, kindly manner: "Please don't feel badly...it happens so frequently". Our hurry in proof-reading didn't help matters!

E.F.



Eileen Mayotte, President
Saskatchewan Camping Association

AMONG OURSELVES

By Margaret Herbison

Mrs. Mayotte considers camping a philosophy of life. At age fourteen she started camping at a C.G.I.T. Camp in Quebec and hasn't stopped since! She put herself through University by working at Camps as Swimming Instructor, general programme person, assistant director and director in the Laurentians. She had all age groups including both sexes and senior citizens. Eileen received her B.Sc. in Biology at Sir George Williams University and her MSW at McGill. In the '40s she was Secretary of the Quebec Camping Association. After marriage and the birth of three children she continued to camp, taking her young children along and with her husband, Al, directed co-ed camps out of Montreal.

Since moving to Saskatchewan in 1955, she has camped every year, one experience being director of a United Church girls' camp in B.C. For more than twenty-five years, Eileen has given leadership at camps for senior citizens, the mentally retarded, underprivileged children, at United Church Camps, and 'Y' Camps. Eileen's three years as Tour Guide with Saskatchewan Museum of Natural History has contributed to her knowledge, awareness and love for nature, birds and animals. Her belief in the discovery method of learning flexibility, wonder and fun, is revealed in the kind of person our first president of the Saskatchewan Camping Association is.

With flowers

It's always pleasant to hear–or read–nice things about ourselves, isn't it? The following note was written on the train by one, **J. M. Fulthorpe**, "Left Calgary with a copy of your magazine and want to say I feel it is one of the finest, small magazines I have seen in a long time.

"I am in graphic arts, having had a lot of experience in this field. Colour, layout and printing are excellent and I would like to congratulate the producers."

Thank you, sir!

* * * * *

. . .and from **Mrs. Muriel Leeson** of Winnipeg who wrote the charming story, "Boys' Camp" for the February issue of "Canadian Camping"–

"I am much impressed by your magazine and happy to be a contributor."

Outdoor Education - - - are you with it?

By Bruno Morawetz, Ph. D.

Buying water at the supermarket? It is becoming more common to see housewives checking out of the grocery store with bottles of drinking water. This is 1968. What will it be like when our ten-year-old reaches middle age?

Now or Never

Prince Philip in his address to the Audubon Society in Toronto said: "Conservation is a case of now, or never. There won't be a second chance and this, our generation, may go down in history as the people who failed by neglect and indifference to take decisive control of our environment...I, for one, don't relish the idea of my grandchildren asking me 'what went wrong'?"

Are we as campers doing enough to instil in our youngsters a proper perspective about the world which nourishes us? Do they learn to understand the processes of nature, our relationship to water, soil and air, or are we merely transferring city activities to the northern parts of our country? The educational authorities in Canada, as well as in the United States, Japan and other countries, are beginning to take an interest in outdoor education. They have realized that children removed from the land and herded into large cities somehow need to return to nature. If they are going to exercise their proper function as voters and citizens, they will have to have some understanding of man's relation to his environment. For this reason the educational authorities are beginning to devise programmes of "Outdoor Education".

When I was asked to chair the Outdoor Education Committee of the Canadian Camping Association, I did not have much of an inkling as to what Outdoor Education was. Fortunately, a great deal of it has been done in the United States, and many books and pamphlets are available. To put it briefly, Outdoor Education is education *in* and *for* the out-of-doors.

The Point

The point of education *in* the out-of-doors should be fairly clear. Rather than have children learn about nature from blackboards, slides or text books, it is now considered better to confront them with the real thing. It is possible to teach them science, geography, archeology, even history and mathematics in an outdoor setting by using practical problems–in real life situations. The Outdoors becomes a learning laboratory.

Education *for* the out-of-doors is based on the assumption that the mental health of our young will depend on the extent to which they are able to re-charge their batteries in the out-of-doors. By acquiring skills for the out-of-doors they will seek recreation in the fresh air.

Traditionally, up until now, only the camping movement has been in the Outdoor Education field, for camps teach both in and for the out-of-doors. The purpose of this article is to stimulate a renewed interest and re-dedication in this endeavour. Are we really providing enough opportunities for our campers to learn about the out-of-doors and to

conduct most of their activities in the out-of-doors? Are we instilling in them an awareness of the need for conservation through an understanding of living and growing things, and a love for the beauty and spiritual presence in the great out-of-doors? As we start another camp season, it might be well worth asking whether our program for the coming summer is taking this need into account. Perhaps some of our staff training sessions should be handed to the camp naturalist to share his techniques and information with all staff members.

A Significant Role

After the summer is over, camp directors and counsellors can play a significant role in furthering Outdoor Education. After all, if we believe in the values of camping, it behooves us to spread the benefits of camping as widely as possible. Since no more than 5% of all our youngsters have the opportunity to go to camp, should we not encourage the schools to give the children an experience as close to camping as possible? If we believe that the out-of-doors is a great teacher, we should encourage the schools to take the children into the out-of-doors as much as possible.

Take the Initiative

Since education is a Provincial matter, each camp director will have to take the initiative in his own province and to lend his support to any teacher, principal or school board contemplating Outdoor Education.

The interest of educators in Outdoor Education is growing. The Ontario College of Education, which is charged with the training of high school teachers, organized a full fledged Conference on Outdoor Education last fall. One high school in Peterborough is starting an "Outers" program, modelled on the OUTWARD BOUND TECHNIQUES employed by the Atikokan High School. Various School Boards in the Toronto area are acquiring land to which children can proceed for their outdoor education experience. The Principals of the Oshawa Public Schools are organizing a Conference on Outdoor Education this August.

Camping people cannot afford to drag their feet when everyone else in the country is awakening to the pressing need for Outdoor Education. Let this be a call to all Directors and Counsellors. May they do all they can to widen the awareness of our young so that they and future generations may have a livable earth.

Co-operation in Aquatics

by Kirk A.W. Wipper

Through the past several months, negotiations have moved forward to integrate the programmes of the Water Safety Service of the Canadian Red Cross Society and the Royal Life Saving Society–Canada. To programme users this co-operative undertaking should be good news!

The stated purposes of the integration which is planned to take effect early in 1969, are as follows:-

(a) to co-ordinate and strengthen leadership training.

(b) to improve public education programmes in aquatics.

(c) to engage in research and development projects.

(d) to offer an attractive series of swimming and life saving tests.

One of the obvious advantages of the integration is that a logical progression of aquatic standards commencing with the beginner swimmer and proceeding step by step to advanced life saving can be conveniently adopted in camp aquatic programmes. The tests and awards have been classified under the major divisions of: basic instruction; advanced instruction and leadership preparation; leadership training; and personal achievement awards for leaders.

It is anticipated that leadership training plans for the instructor, examiner and aquatic programme director will be co-operative and produce dual qualification. Representatives of either organization will, therefore, be qualified to instruct in water safety, swimming and life saving.

Although each participating organization will retain its autonomy, it is clear that the proposed co-operative venture in the aquatics will result in improved services to the camping movement. The two organizations are to be congratulated for their initiative in producing harmony in the aquatic field in Canada.

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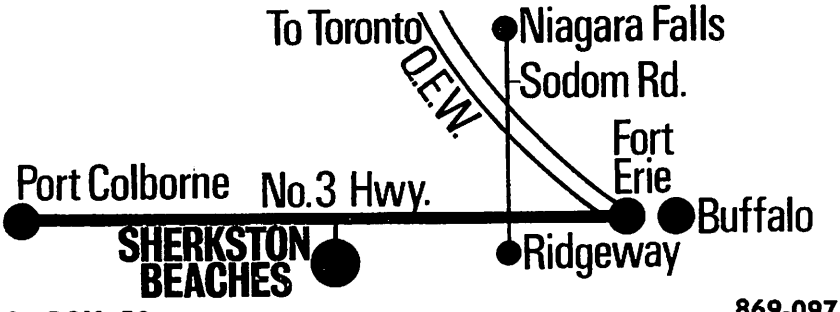

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The Challenge of Camping

by Lorne Brown, Associate Professor, University of British Columbia, School of Physical Education and Recreation.

At the Annual Meeting of the British Columbia Camping Association, Professor Lorne Brown was the guest speaker. Although his address was primarily directed to the Camping Association in that province, much of his thoughts apply to Canadian camping generally. We give you a few of the highlights:

"What is our role as camping people in this province? What can camping do to meet the needs of the young people today? I believe that any organization or group that takes people away from the superficial and artificial life of our cities and communities to live for awhile close to natural things rates very high in our society."

"We need to clearly define the meaning of camping. It is not–as some people are prone to think–taking city activities into the natural environment and calling it camping. It is not a series of highly-organized activities carried off during the duration of camping, nor living expensively in the out-of-doors with all sorts of gadgets. It is not competing with others in organized sports or cabin cleanliness.

Camping is many things, but basically it is living close to nature twenty-four hours a day and living with others in a natural environment."

"If there is any one word that could act as a guide to all of us in camping, and which would keep us on the path leading to our fundamental purpose, that word would be SIMPLICITY. Here in camp would be the opportunity for the child to have a period of time when he was free of the pressures of life so prevalent in urban and community living. This theme of simplicity in camping is another topic, for another time, but must be mentioned here as we think about where we are going in the future."

"I feel that we must come to realize that no longer can we put children and young people in the hands of "amateurs" and well-intentioned people in the camp setting. Camp fees must be based on costs and enough to enable the camp to operate so that staff and counsellors can be paid. No longer can we run our camps on a basis of free contributions and subsidization for all. Most people in society today can afford to send a son or daughter to a camp that is operated on a quality level, both in leadership and program. Those who cannot should and can be subsidized by means of camperships and grants. This is a matter of public education of the adults in our society to see that money spent on giving children this kind of experience is well spent. At present we cannot say this."

Centennial Award

On March 9, 1968 on the occasion of the closing Banquet of the Ontario Camping Association a Centennial Medal was presented to Miss Mary S. Edgar, in recognition of her service to camping.

The following citation was read by Dr. Mary L. Northway.

"The blue lake and rocky shore which I knew best was at Lake Bernard. It was my privilege to have as my camp director, mentor and friend a person known affectionately to her fellow villagers of Sundridge and surreptiously by the campers as "Mamie" Edgar.

"Miss Edgar was a founding member of this organization, a past President of the Ontario Camping Association, Honorary President of the Canadian Camping Association, the originator of our camping magazine, the author of hymns that will be remembered as long as campers sing and of stories which will be told as long as there are campfires.

"It is now my deep honour to present, on behalf of the Canadian Camping Association, the Canadian Centennial Medal to a distinguished camper and a great Canadian: Mary S. Edgar."

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